DOCUMENT RESUME

ED 336 569 CE 058 952

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TITLE Illinois Guidance by Objectives. Building Fairness: Creating and Implementing Equity Programs. A Guide for EFE Systems.
INSTITUTION Illinois State Univ., Normal. Dept. of Specialized Educational Development.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Jun 88
NOTE 31p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice; Career Education; Curriculum; Curriculum Evaluation; Federal Legislation; Inservice Teacher Education; *Instructional Material Evaluation; *Needs Assessment; Nontraditional Occupations; *Program Development; *Program Implementation; *Sex Fairness; *Vocational Education
IDENTIFIERS Carl D Perkins Vocational Education Act 1984; *Illinois

ABSTRACT

This guide provides a basic understanding of sex equity concepts and Illinois' Building Fairness campaign. It identifies key issues and populations, raises awareness of applicable activities and resource assistance, and contributes to the knowledge base required for developing equity advocates. An introduction defines sex equity and "Building Fairness." Overviews are provided of the Carl D. Perkins Vocational Education Act and other sex equity legislation. The next section discusses key Building Fairness personnel and resources: Vocational Education Program Improvement Building Fairness Plan, Building Fairness Needs Assessment, Building Fairness Coordinator, and Building Fairness Consultant. Identification of needs and use of information from the Building Fairness Needs Assessment are then addressed. The following section provides direction for initiating a plan for the target areas identified within the Needs Assessment. Specific methods for addressing equity issues are described, along with examples of activities for taking action. Questions addressing specific issues are provided; answers can be used as the basis for inservice training. The following areas are targeted: vocational instructors, administrators, counselors, evaluation of curriculum materials, students, parents, and the community. Eleven resources are listed. (YLB)

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ILLINOIS
GUIDANCE BY
OBJECTIVES

BUILDING
FAIRNESS:
CREATING AND
IMPLEMENTING
EQUITY PROGRAMS

Illinois
State Board
of Education

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Department of
Adult, Vocational
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Education

Vocational
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Improvement
Section

June, 1988

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INTRODUCTION

The purposes of this guide are to provide; a basic understanding of sex equity concepts, identify key issues and populations, raise awareness of applicable activities and resource assistance, and most importantly, contribute to the knowledge base required for developing equity advocates. Information provided in this guide should be viewed only as a starting point. New and more indepth ideas, resources, and activities should be added as equity skills and knowledge increase.

What is sex equity?

Sex equity refers to an environment in which individuals can make decisions and consider alternatives based on <u>their</u> abilities and talents, not on the basis of pre-conceived notions and stereotypes. In achieving sex equity, men and women can develop to their fullest potential based on their <u>own</u> needs, interests and abilities.

What is Building Fairness?

Building Fairness is the state of Illinois term given in response to the Carl Perkins Act's directives in addressing sex equity issues. Building Fairness was chosen for reflecting the state's program goals of providing a fair chance and opportunity in vocational education and career choice. Figuratively speaking, the program aims to break down pink and blue barriers; those labeled expectations of what is appropriate for females or males to pursue in career

choices. Building Fairness promotes the concept that just as other issues are rarely black and white but usually shades of gray, so are the educational and career issues facing males and females. Fairness calls for not providing only pink and blue alternatives for males and females but providing a fair blend of pink and blue (represented by the color purple) as gender fair choices for both.

The Illinois' Building Fairness campaign, which focuses on students, parents, educators, and business representatives, emphasizes raising the awareness of equity issues and planning for a gender fair environment giving equal career choice and training for all in educational programs. The Building Fairness program, whose outcome is for students to select programs based on personal attributes free of gender restrictions, encourages involvement and education of sex equity issues and equal opportunity for all students to vocational education and employment.

CARL PERKINS AND SEX EQUITY LEGISLATION

Carl Perkins and Sex Equity

The Carl D. Perkins Vocational Education Act became law in 1984 and reauthorized vocational education programs at the state and local levels through Fiscal Year 1989. The Act responds to the dramatic changes which have occurred in the nature and composition of the work force requiring major shifts in the kind of preparation needed for employment. Included in these changes is the relationship of men and women and the family to the workplace. The Carl Perkins Act provides federal funding for states to expand and improve existing vocational education programs such as those which address changing technology and the training needs of new and returning workers and to develop the quality of programs which will meet the needs of the country's current and future work force. It requires each state to spend a percentage of its federal dollars on programs, services and activities which ensure access for those who have been underserved in the past, such as single parents and homemakers, the handicapped and disadvantaged, women and men entering nontraditional occupations, persons with limited English proficiency, and incarcerated individuals. A percentage of the Act's grant dollars are specifically designated for activities designed to eliminate sex bias or stereotyping in vocational education.

Sex Equity Legislation

The following is an overview of sex equity legislation (including Carl Perkins) which has been enacted since 1964.

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964: Prohibits discrimination against students and employees on the basis of race or national origin in education programs receiving federal funds.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964: Prohibits discrimination against employees on the basis of race, national origin, or sex by any employer of fifteen or more employees.

TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972: Probibits discrimination against students on the basis of sex in educational programs receiving federal funds.

EQUAL PAY ACT OF 1973: Prohibits discrimination against employees on the basis of sex.

EXECUTIVE ORDER 11246: Prohibits discrimination against employees on the basis of race, national origin, or sex by employers with $10,000 or more in federal contracts.

CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1985: Increases spending for women's training and strengthens the delivery system of sex equity services. The four main provisions of the Perkins Act cover:

a. Sex Equity Coordinator (administers sex equity funds)
b. Single Parent and Homemaker Program
c. The Sex Equity/Young Women's Program
d. The Career Guidance and Counseling Program

LOCATING KEY PERSONNEL AND RESOURCES

Several key Building Fairness personnel and resources should be contacted and investigated when sex equity activities are being planned, developed, and implemented.

The Vocational Education Program Improvement Building Fairness Plan

Available to each regional system is the Vocational Education Program Improvement Building Fairness Plan, referred to as the Building Fairness Plan (BFP). In keeping with the directives of Carl Perkins, Illinois has created the BFP to support regions in their efforts to initiate, develop, implement, and evaluate activities which ensure access to vocational education programs and enhance students economic self-sufficiency. This funding directly supports the mission of Building Fairness by supporting activities which are intended to move audiences from awareness through knowledge, concern, and dissatisfaction to action. Activities applicable for funding in a BFP could include:

a. Increasing awareness of the Building Fairness mission;
b. Integrating nontraditional role models into the curriculum;
c. Providing current career information reflecting new, emerging and nontraditional occupations;
d. Providing sex equity related professional development activities for teachers, counselors and administrators;
e. Insuring that aptitude tests, career inventories, and similar information are gender fair;
f. Building a resource file to identify people in nontraditional occupations;
g. Revising and editing school publications to make them gender fair;
h. Hosting career fairs emphasizing nontraditional occupations.

The Building Fairness Needs Assessment

Also available to each region is the Building Fairness Needs Assessment which is completed as part of the BFP. The intent of the Building Fairness Needs Assessment is to provide a method of determining the sex equity needs of the regional system and/or community college. Within the assessment, five target areas are identified: vocational instructors, administrators, counselors, curriculum, and students. These are the main areas of focus for the development of activities to address Building Fairness issues. Developing Building Fairness activities for parents/community and/or business representatives, although not included within the assessment, will be addressed later in the chapter.

The Building Fairness Coordinator

Each regional system which has developed a BFP, will have identified a Building Fairness Coordinator. The Building Fairness Coordinator, who is employed by the regional system through BFP funding, is often written directly into the BFP and can perform direct sex equity project services including:

a. Coordinating sex equity activities;
b. Assessing sex equity vocational education strengths and weaknesses;
c. Coordinating and/or providing sex equity inservices for the vocational education staff;
d. Coordinating sex equity activities for students of vocational education;
e. Coordinating the development of sex equity materials and/or the adaptation of existing materials;
f. Utilizing resources such as the Building Fairness consultants, the Illinois Vocational Curriculum Center, and the Curriculum Publications Clearinghouse;
g. Monitoring the utilization of vocational education Building Fairness (sex equity) funds;
h. Attending all meetings requested by the ISBE/DAVTE;
i. Coordinating activities with other agencies providing sex equity services.

The Building Fairness Consultant

One resource that should not be overlooked is the Building Fairness Consultant. Located within each ISBE/DAVTE region, (plus an additional consultant to serve Cook and Lake counties) this statewide network of seven Building Fairness consultants is available to regional systems to assist in the implementation of Building Fairness activities. These consultants are tied directly into the regional system's BFP and work very closely with the Building Fairness Coordinator. These two professionals, the regional Building Fairness Coordinator and the statewide Building Fairness Consultant, can address sex equity issues within the regional systems as a team. The Building Fairness Consultant assists in the implementation of sex equity activities over a multi-regional service area which is coordinated into specific regions through the Building Fairness coordinators. The Building Fairness Consultant can

provide technical assistance to regional systems through a variety of methods. These methods may include:

a. Assisting in the development and implementation of the region's BFP;
b. Assisting in identification of the region's Building Fairness Coordinator;
c. Providing professional development training for the Building Fairness Coordinator for increasing expertise on equity issues;
c. Assisting in the development of specific plans of action/methods for meeting the sex equity needs of the target groups identified within the region's Building Fairness Needs Assessment;
d. Providing training/inservice for regional personnel and committees for implementing action activities for equity;
e. Assisting in developing and/or implementing sex equity activities for the regional student services plan (the GBO plan or the Guidance and Counseling Improvement Plan);
f. Assisting in the development of regional Building Fairness marketing/public relations activities
g. Assisting in the development of specific plans of action/methods for addressing vocational equity issues with parents, community, business and industry members, advisory councils, etc.;
h. Assisting in the identification of key technical and material resources available through cooperating state and community agencies and networks;
i. Assisting in the development of evaluation systems for monitoring the effectiveness and impact of Building Fairness activities.

IDENTIFYING NEEDS

Seeing the Big Picture

With any plan development, activity implementation, inservice training, etc., there must be a basis for which the action was initiated. As identified within Carl Perkins, there is a great need for vocational education to address sex equity issues and provide resources to enhance equity and access for those who have been underserved in the past. Because of the dramatic social and economic changes that have occurred within the work world in the past number of years, there is a great need for regional systems to plan for activities that will broaden regional educators' and community members' perceptions of the educational needs of male and female students.

Planning for equity within regional systems can be considered a major contribution toward excellence in education. Research indicates that gender bias in the classroom suppresses achievement. Whereas activities implemented to develop equity, improve teaching and promote excellence. All students, women and men, need to develop to their fullest potential, based on their own abilities, interests, and aptitudes. It should not be forgotten that the central goal of a democracy is the optimal development of all individuals in the society. This developmental process should not be impeded by biased, unwritten, societal rules and stereotypes. The need for planning and implementing activities for a gender fair environment is as

important to education as satisfied, economically self-sufficient, and productive people are to a society. The need has been identified and it is the duty of all regional systems, to provide the best possible gender fair environment and opportunities for all students, to develop the skills necessary to survive and thrive in the work world. This in turn, will make our society a better place for all of its members.

The Building Fairness Needs Assessment

Information from the Building Fairness Needs Assessment can be used for providing direction in several areas. The assessment will help determine the regional Building Fairness target areas (vocational instructors, administrators, counselors, students, and the curriculum). The assessment will also provide insight into the types of activities which are applicable for working with the specific area identified. Most importantly, the assessment will provide information for determining sex equity needs for the regional system.

The results from the assessment can be used as the initial stage for the development of activities for the Building Fairness Plan, the regional GBO plan, and the Counseling and Guidance Improvement Plan. The regional GBO plan and the Counseling and Guidance Improvement Plan respond directly to the requirements of Section Three of the EFE plan. These plans have objectives (regional GBO) and key components (Counseling and Guidance Improvement Plan) to address sex

equity activities. The results from the Building Fairness Needs Assessment can be used for assisting in developing Building Fairness activities for these plans.

A key point to remember in using the results from any assessment is that needs are identified and activities are based specifically on that need. As with the development and implementation of any plan, commitment of time and effort is essential. In order to make the needs identified from the assessment, priority issues with personnel in the regional systems, and receive the commitment that is needed, regional personnel must be convinced of the need. At times, it can be difficult in making needs assessment priorities the priority of the target population. This is an issue that has no easy answer. A number of methods have been utilized in trying to address this problem. They have included:

a. Administering more indepth assessments targeted to one specific population dealing with issues specific to that population.
b. Administering surveys which reveal "attitudinal" opinions about men and women.
c. Presenting an inservice on current labor market trends and its effects on men and women and the family.
d. Surveying parents, school board members, and business leaders and develop Building Fairness recommendations for the region to address.
e. Surveying students on their perceptions of equity issues in the classroom, by teachers, counselors, and administrators.

The Building Fairness Consultant and Building Fairness Coordinator can assist in developing activities similar those mentioned above. This assistance can include providing more indepth assessments, information on labor market trends related to sex equity, parent/community surveys, etc.

INITIATING THE PLAN AND DEVELOPING THE ACTIVITIES

The purpose of this section is to provide direction for initiating a plan for the target areas identified within the Building Fairness Needs Assessment. Ideally, each of the targeted areas should be assessed or surveyed to provide direction on what is currently being done to promote equity. If the Building Fairness Needs Assessment has already been administered, the results could be used to assess equity awareness and needs and provide direction for action.

Specific methods for addressing equity issues will be described along with examples of activities which could be used for taking action. Included are questions addressing specific issues whose answers could be used as the basis for inservice training. The questions asked and topics identified for Building Fairness activities are not meant to include all possible areas to investigate but to provide a basis from which to generate planning and to take action on equity issues.

Vocational Instructors

Vocational instructors can be assisted in developing a personal plan and resources for infusing sex equity concepts into the classroom situation. Vocational instructors are in direct contact with students each day in an educational setting. It is very important that they assess their overall interaction with students and the general classroom environment for gender fairness. Student achievement,

social interaction, classroom behavior and self concept are just a few aspects that can be affected by an instructor's gender biases. Gender fair advocates and role models are needed in all aspects of education to assist student achievement to the fullest potential. The following are certain areas of the classroom operation which should be considered by vocational instructors for infusion of equity concepts.

a. The classroom's physical setting - Do all posters, pictures, etc. portray gender fairness? Are females and males presented in stereotyped roles?

b. The curriculum - Are instructional materials free of gender biased language? Are occupations presented as appropriate to qualified persons of both sexes? (See the Curriculum section for indepth evaluation methods).

c. Discipline - Are students of both sexes criticized equally for the same type of misconduct? Are the consequences for breaking classroom rules the same for all students regardless of gender?

d. Attention - Are all students requested to participate equally in classroom activities regardless of gender? Is the level of attention given equally to both females and males?

e. Language - Are generic words such as "he" used when referring to both males and females? Are universal terms used when the word is meant to include both sexes (e.g. forefathers instead of mankind)?

Activities to address these issues could include:

a. An inservice on Building Fairness concepts and how to infuse them into daily lesson plans.
b. Videotaping instructors presenting lessons and playing the tape back to check for gender fairness.
c. Showing a commercially developed videotape of a lesson being instructed with sex biased language, discipline and attention.
d. An inservice on methods for evaluating vocational education curriculum materials (see the Curriculum section for indepth evaluation methods).

Resources are also available, through the Building Fairness Consultant, for materials on inservice training to assist teachers in establishing gender fair behaviors in the classroom.

Administrators

Leadership in promoting Building Fairness issues will come from a variety of sources. The Building Fairness Consultant, the Building Fairness Coordinator, the systems director, and many other regional personnel have emerged as equity action advocates in promoting Building Fairness. Regional administrators play a key role in leadership for equity issues on a region-wide level. Regional administrators must demonstrate an acceptance and commitment to the need and importance of Building Fairness issues within the region. Administrators are in a key position to provide assistance in curriculum review and revision, planning staff inservice, selecting materials, and most importantly, being an advocate. Regional administrators should be informed of equity issues and of the progress being made on regional Building Fairness activities and accomplishments, in order to foster their support. There are several key areas that administrators need to address for developing an equitable school climate on a regional level. Included in these are:

a. Regional policy/plan - Is there a regional policy or plan for Building Fairness? If there is, what role does the administrator play? If there isn't a plan, how will regional Building Fairness issues be addressed?

b. Leadership - Is the administrator taking a leadership role in regional equity issues which are related to:

    1. Staff development/inservice
    2. Course enrollment, scheduling and selection
    3. Curriculum review and revision

c. Equal opportunity - Is gender fairness considered in:

    1. Staff leadership roles
    2. Job advertisements and descriptions
    3. Employment interviews
    4. Opportunities for staff advancement

d. Regional community relations - Is there a plan for parent/community awareness of Building Fairness issues and activities? Are business and industry leaders solicited for active participation in and promotion of Building Fairness activities?

Activities to address these issues could include:

a. An inservice for regional administrators on their role within the context of Building Fairness and methods for infusing Building Fairness concepts in the curriculum
b. Developing methods and checklists for evaluating gender fairness in job descriptions, position announcements, and employment interview formats.
c. Assisting regional administrators in hosting a parent/community night featuring an overveiw of the regional Building Fairness Plan and methods of community participation
d. Developing a monthly regional administrative level announcement disseminated to students and parents highlighting career information, nontraditional enrollment, developing gender fair language, etc.

More indepth methods and material resources for addressing Building Fairness with administrators are available from the Building Fairness Consultant.

Counselors

Regional counselors and student services personnel provide services for students which are essential in their personal, social, academic, and career development. Counselors can assist students in identifying and understanding their

abilities, interests, and aptitudes which are then related to making a myriad of decisions which affect personal/social growth, course selection, career choice, future education and training, etc. The school counselor can be a very influential component in the development of student self awareness, values, personal goals leading to career choice.

One of the first activities to be completed with counselors is to assess what is currently being provided to promote gender fairness within the structure of the regional counseling program. Once this information has been obtained and the needs identified, the stage is set for developing plans and implementing activities.

Eight key components are identified in Section 3 (student services) of the EFE plan for regional guidance and counseling programs. Each component should be addressed for infusing Building Fairness concepts. Listed below are the eight key components and activities which could assist in promoting Building Fairness.

1. General counseling - Within the setting of personal counseling to facilitate understanding of self, values, needs, and personal goals, is gender fairness considered and practiced?

    a. Develop regional guidelines and methods for assisting counselors to be equity advocates in promoting Building Fairness concepts to students, parents, faculty, and administration.
    b. Develop a regional guide highlighting equitable activities and actions that could be infused into regional counseling programs, e.g., gender fair recruitment and retention.

2. Assessment and Evaluation - Are student assessment and evaluation processes and procedures, gender fair?

a. Develop regional guidelines and individual checklists for counselors in evaluating materials for gender bias.
b. Provide an inservice for counselors on methods of interpreting data from assessments of student's abilities, skills, and interests which promote academic, career, and personal decisions free of gender bias.

3. Career Information - Are the methods and resources used for assisting students in learning about occupations, labor market trends, and careers, gender fair?

   a. Provide a nontraditional career day featuring speakers from the Building Fairness Role Model Bank Directory.
   b. Inservice counselors on utilization of the Building Fairness resource consultant at the Illinois Vocational Curriculum Center. Information gathered could then be used to develop a regional career resource materials list featuring nontraditional career options.

4. Educational/Career Planning - Are the educational and career planning methods used with students in course selection and future planning gender fair?

   a. Develop a regional brochure which features methods and incentives for encouraging students to enroll in nontraditional courses.
   b. Develop a list of regional students who have graduated and are in nontraditional careers for counselors to use as a resource in educational/career planning with students.

5. Placement - Is the placement program used for students in transition to employment or further education gender fair?

   a. Provide regional shadowing experiences for students who are anticipating a nontraditional career. Counselors could also be involved for direct experience in a nontraditional career setting.
   b. Present a regional seminar, during Women's History Month, about placement in nontraditional careers featuring male and female speakers who were recent regional graduates and are in nontraditional careers.

6. Special Populations - Are the identification, assessment, career planning, and counseling methods used with special populations gender fair?

   a. Host a joint inservice with the Special Needs Coordinator, the Building Fairness Coordinator,

and regional counselors to develop guidelines and methods for assisting special students with gender fair assessment and career planning.

b. Present an inservice on the role of the systems director, Special Needs Coordinator, the Building Fairness Coordinator, and the counselor in the assessment of special students.

7. Sex Equity - Is there a plan for giving information and guidance to students to increase awareness of nontraditional careers? Each of the following plans should include nontraditional career activities.

   a. Assist the regional system in the implementation of the activities written into the Building Fairness Plan.
   b. Assist the student services committee in the implementation of the sex equity objective in the Regional GBO Plan.
   c. Assist the regional system in the implementation of the sex equity improvement objective in the Guidance and Counseling Improvement Plan.

8. Follow-Up - Are the methods used to develop, gather, and deliver information from program completers and leavers free of gender bias?

   a. Surveying the regional graduates from the past three years and infusing the information into a peer counseling program.
   b. Develop a follow-up survey, infused with Building Fairness concepts, and administer to recent graduates. Disseminate the information to administrators, faculty, students, counselors, and parents.

The Building Fairness Coordinator and the Building Fairness Consultant should attend each meeting of the student services committee, as applicable, serving as a resource for development and implementation of Building Fairness activities as identified in the Building Fairness Plan, the Regional GBO Plan, and/or the Counseling and Guidance Improvement Plan.

Curriculum

In the past, vocational education materials have been a source of gender bias. Recently, there have been major efforts to correct this problem; however, there are improvements that still need to be carried out.

Curriculum materials which portray gender biases can hinder self awareness, imply false values, and limit personal goals and career choices for both female and male students. Biased materials limit the range of occupations demonstrated through the representation of traditional roles and career expectations. By these limitations, students are not presented with fair choices and options. Without fair choices being presented, male and female students are kept from realizing their fullest potential and in many cases prepare unrealistically for the work world.

The purpose of evaluating, revising and/or developing curriculum materials infused with gender fairness concepts, is to realize equal educational and career opportunities for all students. In general, curriculum materials should be presented with an equal balance of females and males, have gender fair language, present nontraditional career choices for all students, and present occupational descriptions that are gender fair. When evaluating curriculum materials for gender fairness, four areas should be considered:

1. Language
2. Social/Occupational Roles
3. Omission of Information
4. Physical Appearance

Language

Gender biased language arbitrarily assigns characteristics and/or roles on the basis of gender. Eliminating biased language from material and substituting gender fair language will promote proper "fair" word usage and free the reader from assumed biases. Guidelines to follow in evaluating material for language use could include checking for:

1. Use of gender neutral terms in occupational descriptions, e.g., postal worker instead of mailman.
2. General use of male terms, e.g., To Whom It May Concern, instead of Dear Sir.
3. Use of men in leadership roles, e.g., The president wrote his paper - proper used should be - the president wrote his/her paper.
4. Placement of male terms, e.g., males always before females.
5. Women are referred to as girls and ladies while men are referred to as men.

Questions to ask in checking written material for gender fair language may include:

1. Is the word 'he' used to include both females and males?
2. Is the word 'she' used in conjunction with a stereotyped occupation?
3. Are women portrayed as subordinate and dependent upon men?
4. Are women described by their appearance or family role while men are described in terms of accomplishments?
5. Is gender fair language used throughout the material or are there inconsistencies?

Social/Occupational Roles

Developing guidelines for evaluating materials for biased portrayal of social and occupational roles should begin with checking material for:

1. Occupational options that are presented equally for both women and men.
2. Presentation of females and males possessing a variety of human characteristics.
3. Women and men being given only traditional roles and responsibilities.
4. Family references which include both men and women.
5. Work being described in terms of self fulfillment and economics and not in terms of importance based on gender.

Questions to ask when checking written material for gender fairness in presentation of social/occupational roles could include:

1. Are females portrayed as less intelligent and passive?
2. Are females presented as emotional and lacking in self control?
3. Are occupations shown as suitable to qualified men and women?
4. Does a woman have to ask a man's permission or opinion before acting on her own?
5. Is it assumed that women must maintain two careers, a homemaker and career woman?

Omission of Information

One form of gender bias used in material is to leave information out and not address the full range of issues particular to both women and men. Limiting the full scope to readers will contribute to uninformed career decisions. Developing guidelines for evaluation of material for omitting key information, could begin by checking for:

1. Omission of historical information and accomplishments of women.
2. Focusing on one gender's contributions to an event while omitting the other.

3. Inadequate discussion of nontraditional career options focusing on male options only.

Questions to ask when checking material for omission of information could include:

1. Are women in history referred to as often as men?
2. Are men and women portrayed equally in the quest of nontraditional occupations?
3. Are women acknowledged for their achievements as completely as men?

Physical Appearance

Evaluating material on physical appearance criteria should be concerned with physical descriptions that are unrelated to the performance of the job. Materials should be checked for male or female appearance or grooming which is uncalled for within the constraints of the work situation. Questions to ask when evaluating material for physical appearance may include:

1. Are males presented as not being concerned with clothing and hairstyle?
2. Are men referred to in terms of accomplishments and women in terms of appearance?
3. Do the men appear as much larger in size and robust and women as small and frail?
4. Are men portrayed as mechanically inclined while women are confused?
5. Are men actively involved in meaningful activities while women just observe and seem to be only concerned with their appearance?

Two topics not discussed in this section were evaluation methods for audio/visual material and methods for using gender biased materials in nonbiased ways.

The Building Fairness Consultant can provide technical assistance for evaluation of audio/visual materials and creative ways to use biased materials. The consultant can also assist in a more indepth look at evaluating materials

for gender biases which could include inservice and material resources for the development of checklists for a variety of regional personnel.

Students

In reviewing the ideas presented in this guide, it is obvious that all topics, methods, activities, and subjects discussed, relate to the same purpose; to plan for, promote and realize a gender fair environment for students. Increasing the equity knowledge level of vocational instructors, counselors, and administrators to that of developing skills to take action and become advocates, is essential in this process. Leadership in equity issues by regional educators is not only a key component in the process of regional program development, but essential in providing equity role models for students to also become advocates.

In addition to the many topics already discussed which will assist students in developing equity awareness and skills, they should also be assisted in becoming aware of equity issues in relation to their educational setting, the work world, their family environment, and in relation to their own values, interests, and abilities.

1. Education - Are students encouraged to enroll in nontraditional courses? Do students plan classes based on their own interests for future training, education and/or career choice? Do instructors exhibit gender fair behavior and expect the same of all students?
2. Work World - Are students exposed to up-to-date, gender fair career information about the work world? Do students realize the pay inequities in

the work world? Are students exposed to nontraditional role models from the community?

3. Family - Do parents assist in course selection related to career decisions? Are the parents biased in their views of male and female occupational roles? Are female family members encouraged to further education, training, and career paths equal to the males?
4. Personal Awareness - Are female students biased in their views of career choice? Are students aware of their abilities in relation to career choice? Do nontraditional students feel at ease with their course/career selection?

Activities to address these issues could include:

1. Assisting in organizing a regional nontraditional career day which features men and women who are employed in math, science, and computer related careers.
2. Organizing and disseminating a monthly regional student career letter which highlights information on the work world, the modern family, parents in the career development process, etc.
3. Developing a career unit for students to explore their values and interests in relation to career choice and the infusion of the concepts into the curriculum.
4. Assisting students in development of a peer counseling program featuring methods of eliminating gender biases.
5. Assisting in developing and presenting a seminar on career decision-making skills for students.

The Building Fairness Consultant, in conjunction with the Building Fairness Coordinator, can provide many indepth resources and direct technical assistance services for students of the regional system. Their expertise can connect the region with state personnel and networks to assist in meeting students' equity needs.

Parents and the Community

In the process of developing equity plans for the various target populations identified in this guide, Building Fairness issues should not be overlooked to include parents and the community. This group of individuals, which would

include regional advisory committees with representatives from business and industry, agency personnel, etc., is extremely influential to regional programming and can provide input essential to program development.

When developing Building Fairness programs with parents and community members, three general areas should be addressed:

1. General awareness of Building Fairness issues.
2. Use of Building Fairness concepts in the home.
3. Interest in school activities.

The following concepts are included in those which can be considered when assessing parents' levels of equity development.

General Awareness

1. Encouragement is given to both female and male children to consider a wide range of occupations including nontraditional choices.
2. Both parents can assist children in examining material for gender biases.
3. Material is made available to children concerning women's and men's contributions to society.

In the Home

1. Family chores are not divided by gender.
2. Encouragement is given equally to both male and female children to actively participate in sports.
3. Both female and male children are disciplined equally.

Schooling Activities

1. Equal support and encouragement to female and male participation in academic and extra-curricular activities.
2. Equity issues discussed with the children's teachers.
3. Encouragement is given to the school library to stock materials and books featuring nonstereotyped males and females.

Activities to address these issues could include:

1. Developing a parent/community Building Fairness survey to assess the status of equity awareness.
2. Sponsoring a regional parent/community night focused on parent involvement in the career development of youth.
3. Developing a regional Building Fairness media campaign, for local radio stations and newspapers, focused on excellence in vocational programs through gender fairness.
4. Hosting a meeting with parents and community members to discuss Building Fairness activities and accomplishments which would include development of methods which the regional system and the community can participate cooperatively in building fairness.
5. Develop a community equity action group of parents and business leaders to make presentations to local school boards and the regional Boards of Control on initiating action for equity.

The Building Fairness Consultant can assist in the devlopment of indepth planning for assisting parent/community members in equity awareness and action.

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